

# **Consolidated State Application For The State of New Hampshire**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**



**Submitted on: May 1, 2003  
by  
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Commissioner of Education**

**New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301**

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that States were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information States are to provide for Goal 5 (All students will graduate from high school), and (3) the information States are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

(1) Accountability Workbooks. States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.

(2) Goal 5 baseline data and targets. The Department is considering publishing an amendment to the Consolidated State Application regulations to require States to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.

(3) English Proficiency Objectives. Since many States have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

### **Summary of Information Required for May 1, 2003 Submission**

#### **A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

1. Baseline data and performance targets for the following AYP- related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those

for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.**

2. Baseline data and performance targets for any State identified goals and indicators.

## **B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

Consistent with the consolidated State Application Package distributed in Spring 2002, States are asked to submit the following information by May 1, 2003:

- 1a. Evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

- 1b. Detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

1c. A detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

1d. A detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

## **Transmittal Instructions**

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
Washington, D.C. 20202-6400  
(202) 401-0113

**A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3**

| <b>Grade 3 Math</b>                 | <b>Percent of Students at Proficient or Advanced</b> |
|-------------------------------------|--|
| <b>Student Group</b>                | <b>01-02 Baseline</b>                                |
| All Students                        | 80   |
| African American/Black              | 62   |
| American Indian/Native Alaskan      | 65   |
| Asian/Pacific Islander              | 85   |
| Hispanic                            | 60   |
| White                               | 82   |
| Other (Race/Ethnicity Not Reported) | 74   |
| Students with Disabilities          | 49   |
| Students without Disabilities       | 86   |
| Limited English Proficient          | 54   |
| Economically Disadvantaged          | 65   |
| Non-Economically Disadvantaged      | 84   |
| Migrant                             | 75   |
| Male                                | 80   |
| Female                              | 81   |

| <b>Grade 3 Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b> |
|--------------------------------------|--|
| <b>Student Group</b>                 | <b>01-02 Baseline</b>                                |
| All Students                         | 75   |
| African American/Black               | 57   |
| American Indian/Native Alaskan       | 42   |
| Asian/Pacific Islander               | 73   |
| Hispanic                             | 45   |
| White                                | 77   |
| Other (Race/Ethnicity Not Reported)  | 73   |
| Students with Disabilities           | 30   |
| Students without Disabilities        | 83   |
| Limited English Proficient           | 35   |
| Economically Disadvantaged           | 55   |
| Non-Economically Disadvantaged       | 80   |
| Migrant                              | 75   |
| Male                                 | 72   |
| Female                               | 81   |

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4**

| <b>Grade 4 Math</b>            | <b>Percent of Students at Proficient or Advanced</b>                        |
|--------------------------------|---|
| <b>Student Group</b>           | <b>01-02 Baseline</b>   |
| All Students                   | Not Applicable --   |
| African American/Black         | Grade 4 students are not tested as part of the statewide assessment program |
| American Indian/Native Alaskan |   |
| Asian/Pacific Islander         |   |
| Hispanic                       |   |
| White                          |   |
| Other                          |   |
| Students with Disabilities     |   |
| Students without Disabilities  |   |
| Limited English Proficient     |   |
| Economically Disadvantaged     |   |
| Non-Economically Disadvantaged |   |
| Migrant                        |   |
| Male                           |   |
| Female                         |   |

| <b>Grade 4 Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b>                        |
|--------------------------------------|---|
| <b>Student Group</b>                 | <b>01-02 Baseline</b>   |
| All Students                         | Not Applicable --   |
| African American/Black               | Grade 4 students are not tested as part of the statewide assessment program |
| American Indian/Native Alaskan       |   |
| Asian/Pacific Islander               |   |
| Hispanic                             |   |
| White                                |   |
| Other                                |   |
| Students with Disabilities           |   |
| Students without Disabilities        |   |
| Limited English Proficient           |   |
| Economically Disadvantaged           |   |
| Non-Economically Disadvantaged       |   |
| Migrant                              |   |
| Male                                 |   |
| Female                               |   |



**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5**

| <b>Grade 5 Math</b>            | <b>Percent of Students<br/>at Proficient or<br/>Advanced</b>                         |
|--------------------------------|--|
| <b>Student Group</b>           | <b>01-02<br/>Baseline</b>  |
| All Students                   | Not Applicable --  |
| African American/Black         | Grade 5 students are not<br>tested as part of the<br>statewide assessment<br>program |
| American Indian/Native Alaskan |  |
| Asian/Pacific Islander         |  |
| Hispanic                       |  |
| White                          |  |
| Other                          |  |
| Students with Disabilities     |  |
| Students without Disabilities  |  |
| Limited English Proficient     |  |
| Economically Disadvantaged     |  |
| Non-Economically Disadvantaged |  |
| Migrant                        |  |
| Male                           |  |
| Female                         |  |

| <b>Grade 5 Reading/Language<br/>Arts</b> | <b>Percent of Students<br/>at Proficient or<br/>Advanced</b>                         |
|--|--|
| <b>Student Group</b>                     | <b>01-02<br/>Baseline</b>  |
| All Students                             | Not Applicable --  |
| African American/Black                   | Grade 5 students are not<br>tested as part of the<br>statewide assessment<br>program |
| American Indian/Native Alaskan           |  |
| Asian/Pacific Islander                   |  |
| Hispanic                                 |  |
| White                                    |  |
| Other                                    |  |
| Students with Disabilities               |  |
| Students without Disabilities            |  |
| Limited English Proficient               |  |
| Economically Disadvantaged               |  |
| Non-Economically Disadvantaged           |  |
| Migrant                                  |  |
| Male                                     |  |
| Female                                   |  |

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6**

| <b>Grade 6 Math</b>                 | <b>Percent of Students at Proficient or Advanced</b> |
|-------------------------------------|--|
| <b>Student Group</b>                | <b>01-02 Baseline</b>                                |
| All Students                        | 72   |
| African American/Black              | 46   |
| American Indian/Native Alaskan      | 65   |
| Asian/Pacific Islander              | 88   |
| Hispanic                            | 48   |
| White                               | 73   |
| Other (Race/Ethnicity Not Reported) | 73   |
| Students with Disabilities          | 34   |
| Students without Disabilities       | 79   |
| Limited English Proficient          | 46   |
| Economically Disadvantaged          | 51   |
| Non-Economically Disadvantaged      | 76   |
| Migrant                             | 38   |
| Male                                | 72   |
| Female                              | 74   |

| <b>Grade 6 Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b> |
|--------------------------------------|--|
| <b>Student Group</b>                 | <b>01-02 Baseline</b>                                |
| All Students                         | 69   |
| African American/Black               | 44   |
| American Indian/Native Alaskan       | 59   |
| Asian/Pacific Islander               | 60   |
| Hispanic                             | 41   |
| White                                | 69   |
| Other (Race/Ethnicity Not Reported)  | 71   |
| Students with Disabilities           | 23   |
| Students without Disabilities        | 76   |
| Limited English Proficient           | 37   |
| Economically Disadvantaged           | 44   |
| Non-Economically Disadvantaged       | 73   |
| Migrant                              | 48   |
| Male                                 | 63   |
| Female                               | 75   |

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7**

| <b>Grade 7 Math</b>            | <b>Percent of Students at Proficient or Advanced</b>                        |
|--------------------------------|---|
| <b>Student Group</b>           | <b>01-02 Baseline</b>   |
| All Students                   | Not Applicable --   |
| African American/Black         | Grade 7 students are not tested as part of the statewide assessment program |
| American Indian/Native Alaskan |   |
| Asian/Pacific Islander         |   |
| Hispanic                       |   |
| White                          |   |
| Other                          |   |
| Students with Disabilities     |   |
| Students without Disabilities  |   |
| Limited English Proficient     |   |
| Economically Disadvantaged     |   |
| Non-Economically Disadvantaged |   |
| Migrant                        |   |
| Male                           |   |
| Female                         |   |

| <b>Grade 7 Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b>                        |
|--------------------------------------|---|
| <b>Student Group</b>                 | <b>01-02 Baseline</b>   |
| All Students                         | Not Applicable --   |
| African American/Black               | Grade 7 students are not tested as part of the statewide assessment program |
| American Indian/Native Alaskan       |   |
| Asian/Pacific Islander               |   |
| Hispanic                             |   |
| White                                |   |
| Other                                |   |
| Students with Disabilities           |   |
| Students without Disabilities        |   |
| Limited English Proficient           |   |
| Economically Disadvantaged           |   |
| Non-Economically Disadvantaged       |   |
| Migrant                              |   |
| Male                                 |   |
| Female                               |   |

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8**

| <b>Grade 8 Math</b>            | <b>Percent of Students at Proficient or Advanced</b>                        |
|--------------------------------|---|
| <b>Student Group</b>           | <b>01-02 Baseline</b>   |
| All Students                   | Not Applicable --   |
| African American/Black         | Grade 8 students are not tested as part of the statewide assessment program |
| American Indian/Native Alaskan |   |
| Asian/Pacific Islander         |   |
| Hispanic                       |   |
| White                          |   |
| Other                          |   |
| Students with Disabilities     |   |
| Students without Disabilities  |   |
| Limited English Proficient     |   |
| Economically Disadvantaged     |   |
| Non-Economically Disadvantaged |   |
| Migrant                        |   |
| Male                           |   |
| Female                         |   |

| <b>Grade 8 Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b>                        |
|--------------------------------------|---|
| <b>Student Group</b>                 | <b>01-02 Baseline</b>   |
| All Students                         | Not Applicable --   |
| African American/Black               | Grade 8 students are not tested as part of the statewide assessment program |
| American Indian/Native Alaskan       |   |
| Asian/Pacific Islander               |   |
| Hispanic                             |   |
| White                                |   |
| Other                                |   |
| Students with Disabilities           |   |
| Students without Disabilities        |   |
| Limited English Proficient           |   |
| Economically Disadvantaged           |   |
| Non-Economically Disadvantaged       |   |
| Migrant                              |   |
| Male                                 |   |
| Female                               |   |

**BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL**

| <b>High School Math</b>             | <b>Percent of Students<br/>at Proficient or<br/>Advanced</b> |
|-------------------------------------|--|
| <b>Student Group</b>                | <b>01-02<br/>Baseline</b>                                    |
| All Students                        | 60   |
| African American/Black              | 33   |
| American Indian/Native Alaskan      | 35   |
| Asian/Pacific Islander              | 68   |
| Hispanic                            | 30   |
| White                               | 62   |
| Other (Race/Ethnicity Not Reported) | 60   |
| Students with Disabilities          | 20   |
| Students without Disabilities       | 67   |
| Limited English Proficient          | 25   |
| Economically Disadvantaged          | 37   |
| Non-Economically Disadvantaged      | 62   |
| Migrant                             | 0  |
| Male                                | 63   |
| Female                              | 63   |

| <b>High School Reading/Language<br/>Arts</b> | <b>Percent of Students<br/>at Proficient or<br/>Advanced</b> |
|--|--|
| <b>Student Group</b>                         | <b>01-02<br/>Baseline</b>                                    |
| All Students                                 | 75   |
| African American/Black                       | 44   |
| American Indian/Native Alaskan               | 66   |
| Asian/Pacific Islander                       | 72   |
| Hispanic                                     | 51   |
| White  | 76   |
| Other (Race/Ethnicity Not Reported)          | 74   |
| Students with Disabilities                   | 32   |
| Students without Disabilities                | 82   |
| Limited English Proficient                   | 33   |
| Economically Disadvantaged                   | 55   |
| Non-Economically Disadvantaged               | 77   |
| Migrant                                      | 0  |
| Male   | 71   |
| Female                                       | 85   |

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES: 3 AND 6

| <b>Math</b>      | <b>Percent of Students at Proficient or Advanced</b> |
|------------------|--|
| 2002-2003 Target | 64   |
| 2003-2004 Target | 64   |
| 2004-2005 Target | 73   |
| 2005-2006 Target | 73   |
| 2006-2007 Target | 73   |
| 2007-2008 Target | 82   |
| 2008-2009 Target | 82   |
| 2009-2010 Target | 82   |
| 2010-2011 Target | 91   |
| 2011-2012 Target | 91   |
| 2012-2013 Target | 91   |
| 2013-2014 Target | 100  |

| <b>Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b> |
|------------------------------|--|
| 2002-2003 Target             | 60   |
| 2003-2004 Target             | 60   |
| 2004-2005 Target             | 70   |
| 2005-2006 Target             | 70   |
| 2006-2007 Target             | 70   |
| 2007-2008 Target             | 80   |
| 2008-2009 Target             | 80   |
| 2009-2010 Target             | 80   |
| 2010-2011 Target             | 90   |
| 2011-2012 Target             | 90   |
| 2012-2013 Target             | 90   |
| 2013-2014 Target             | 100  |

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES: 10

| <b>Math</b>      | <b>Percent of Students at Proficient or Advanced</b> |
|------------------|--|
| 2002-2003 Target | 52   |
| 2003-2004 Target | 52   |
| 2004-2005 Target | 64   |
| 2005-2006 Target | 64   |
| 2006-2007 Target | 64   |
| 2007-2008 Target | 76   |
| 2008-2009 Target | 76   |
| 2009-2010 Target | 76   |
| 2010-2011 Target | 88   |
| 2011-2012 Target | 88   |
| 2012-2013 Target | 88   |
| 2013-2014 Target | 100  |

| <b>Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b> |
|------------------------------|--|
| 2002-2003 Target             | 70   |
| 2003-2004 Target             | 70   |
| 2004-2005 Target             | 77   |
| 2005-2006 Target             | 77   |
| 2006-2007 Target             | 77   |
| 2007-2008 Target             | 85   |
| 2008-2009 Target             | 85   |
| 2009-2010 Target             | 85   |
| 2010-2011 Target             | 92   |
| 2011-2012 Target             | 92   |
| 2012-2013 Target             | 92   |
| 2013-2014 Target             | 100  |



**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

GRADES: \_\_\_\_\_

| <b>Math</b>      | <b>Percent of Students at Proficient or Advanced</b> |
|------------------|--|
| 2002-2003 Target |  |
| 2003-2004 Target |  |
| 2004-2005 Target |  |
| 2005-2006 Target |  |
| 2006-2007 Target |  |
| 2007-2008 Target |  |
| 2008-2009 Target |  |
| 2009-2010 Target |  |
| 2010-2011 Target |  |
| 2011-2012 Target |  |
| 2012-2013 Target |  |
| 2013-2014 Target |  |

| <b>Reading/Language Arts</b> | <b>Percent of Students at Proficient or Advanced</b> |
|------------------------------|--|
| 2002-2003 Target             |  |
| 2003-2004 Target             |  |
| 2004-2005 Target             |  |
| 2005-2006 Target             |  |
| 2006-2007 Target             |  |
| 2007-2008 Target             |  |
| 2008-2009 Target             |  |
| 2009-2010 Target             |  |
| 2010-2011 Target             |  |
| 2011-2012 Target             |  |
| 2012-2013 Target             |  |
| 2013-2014 Target             |  |

**Baseline Data and Performance Targets for Performance Indicator 1.3**

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

| <b>Baseline Data and Targets</b> | <b>Percentage of Title I Schools Making Adequate Yearly Progress</b> |
|----------------------------------|--|
| 2001-2002 Baseline               | 80   |
| 2002-2003 Target                 | 80   |
| 2003-2004 Target                 | 80   |
| 2004-2005 Target                 | 83   |
| 2005-2006 Target                 | 83   |
| 2006-2007 Target                 | 83   |
| 2007-2008 Target                 | 86   |
| 2008-2009 Target                 | 86   |
| 2009-2010 Target                 | 86   |
| 2010-2011 Target                 | 89   |
| 2011-2012 Target                 | 89   |
| 2012-2013 Target                 | 89   |
| 2013-2014 Target                 | 90   |

**2. Baseline data and performance targets for any State identified goals and indicators**

If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

| <b>BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS</b> |
|---|
| NA  |

**B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

**1a. Please provide evidence that the State has:**

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

**STATE RESPONSE**

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program, New Hampshire has developed content standards called the New Hampshire Curriculum Frameworks. The purpose of these frameworks is to serve as the basis for the development of assessment instruments to be administered statewide, at the end-of grades three, six, and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

K-12 English Language Arts Curriculum Framework – adopted June 1995

K-12 Mathematics Curriculum Framework – adopted February 1995

Frameworks available at [www.ed.state.nh.us](http://www.ed.state.nh.us).

Grade level expectations for grades 3-8 (mathematics and English language arts) have been developed in collaboration with the members of the New England Compact. These grade level expectations have been sent to review committees and will become public documents in May 2003. There will be a year long initiative to disseminate these expectations to the school districts in New Hampshire.

Grade level expectations available at [www.ed.state.nh.us](http://www.ed.state.nh.us).

**1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).**

**STATE RESPONSE**

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program, New Hampshire has developed content standards called the New Hampshire Curriculum Frameworks. The purpose of these frameworks is to serve as the basis for the development of assessment instruments to be administered statewide, at the end-of grades three, six, and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

K-12 Science Curriculum Framework – adopted February 1995

Frameworks available at [www.ed.state.nh.us](http://www.ed.state.nh.us).

**1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.**

**STATE RESPONSE**

| Major Milestones  | Start Date | Completion Date     |
|---|------------|---------------------|
| Review draft test grade level expectations and incorporate public comment   | 5/03       | 5/04                |
| Create a month-by-month schedule of test development procedures that result in the delivery of draft assessments by June 30, 2004. (Example: 4/03 Meet with leading test vendors to survey shelf products, 5/03 Form Technical Advisory Committee, 6/03 Attend CCSSO Large Scale Assessment Conference, 7/03 Test Specifications work with NE Collaborative, 8/03 Analysis of NHEIAP by the Center of Assessment, 9/03 RFP Preparation, etc.) | 5/03       | 8/03                |
| Prepare schedule for regular consultation with stakeholder groups.  | 8/03       | 9/03                |
| Publish the Assessment RFP, including Bidders Conference, Question and Answer Timeframe   | 10/03      | 2/04                |
| Plan the timeline in conjunction with the TAC and PAC to add an elementary grade-level science assessment   | 10/03      | 2/04                |
| Analysis of current grade 6 and grade 10 science assessment for NCLB requirements   | 10/3       | 5/04                |
| Plan the assessment transition to ensure that assessments are valid and will provide appropriate data for AYP determinations  | 11/03      | 3/04                |
| Plan the assessment development to ensure that it allows gains-based analysis at grades 3 – 8, 10; Submit a plan for ensuring national comparison.  | 3/04       | 5/04                |
| Plan the assessment development to ensure that coherence is achieved across grade levels from a developmental perspective and that such coherence includes the description of achievement levels at each grade level.   | 3/04       | 5/04                |
| Submit drafts of item types and proposed validation procedures to Policy Advisory Committee, Technical Advisory Panel and State Board and Legislative Oversight Subcommittee for feedback   | 3/04       | 9/04                |
| Design and submit a plan for the pilot study of 3-8 grade level assessments in English/language arts and mathematics including: appropriate sampling procedures; timelines for piloting that are appropriate for school schedules; setting cut scores, professional development and security procedures; training for local administration  | 3/04       | 9/04                |
| Draft Technical Manual for the assessments to be reviewed by Technical Advisory Panel to ensure that the assessments meet the technical requirements of NCLBA, including appropriate achievement levels, descriptors and procedures for determining cut scores  | 9/04       | 3/05                |
| Conduct the pilot studies at each grade level   | 3/05       | 6/05                |
| Solicit feedback from all stakeholder groups  | 3/05       | 6/05                |
| Complete final draft of tests for all grade levels and submit to state as a deliverable   | 3/05       | 6/05                |
| Inform State Board of Education and Legislative Oversight Committee with respect to progress  | 3/05       | 6/05                |
| Disseminate sample assessments statewide and provide final copy of assessments for submission to U.S. DOE   | 6/05       | 7/05                |
| Submit a final test development report to the TAC/PAC, Legislative Oversight Committee and State Board of Education to include: test forms, reliability and other special study reports, test manuals, and analysis of the strengths and limitations of the assessment  |            | By October 15, 2005 |



**1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).**

**STATE RESPONSE**

See previous timeline